



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Clwb Caban Rhoscolyn  
Y Caban  
Rhoscolyn  
Ynys Môn  
LL65 2DX**

**Date of inspection: May 2018**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Clwb Caban is an English-medium setting in Rhoscolyn in Anglesey local authority. The setting is registered for children from the ages of two-and-a-half to five years. It offers early years education sessions from 1.00pm to 3.00pm during school term time for five days each week. At the time of the inspection, three children were in receipt of funded education. The setting has identified a very few children as having additional learning needs. Around half of the children speak English at home and around half speak English and Welsh. There are two part-time members of staff and a full time leader, who took up her post in 2015.

Care Inspectorate Wales (CIW) inspected the setting in January 2018 and Estyn last inspected it in April 2012.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current prospects for improvement are good because:

- Nearly all children enter the setting happily and settle into routines quickly
- There is a happy and friendly ethos in the setting
- The learning environment is well resourced and organised
- Practitioners work well together as a team and provide positive support to the children according to their individual needs
- Practitioners carry out careful assessments that enable them to identify the next steps in individual children's learning successfully

### Prospects for improvement

The setting's prospects for improvement are good because:

- The management committee knows the setting well and is committed to ensuring high quality provision
- Practitioners work well together as a strong and supportive team
- The self-evaluation process is well established and provides a clear picture of the setting and what it needs to do to improve
- Practitioners take advantage of training opportunities to extend and improve their practice effectively

## **Recommendations**

- R1 Plan purposefully to develop children's information and communication technology (ICT) skills
- R2 Improve opportunities for children to develop their problem-solving skills across areas of learning
- R3 Involve all stakeholders appropriately in evaluating the setting's work, including the management committee

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>n/a</b>
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**Standards: n/a**

**Wellbeing: n/a**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

Practitioners work together well to plan a range of stimulating experiences that engage children successfully in their learning. They implement the foundation phase curriculum effectively to meet the children's needs and adapt their planning appropriately in line with children's interests and abilities. Practitioners' plans provide opportunities for children to develop their skills across all areas of learning, both indoors and outside, appropriately. As a result, children progress successfully during their time in the setting.

Carpet time provides children with useful opportunities to develop their literacy and numeracy skills as they join in with familiar songs and rhymes and count how many children are present that day. Practitioners plan a wealth of opportunities to develop early writing skills, such as drawing in 'gloop' and shaving foam or following simple writing patterns with chalk and pens. There are useful opportunities to develop children's early reading skills when they find their own name on arrival as a form of self-registration, and identify their place mat at snack time. Practitioners encourage children to listen to stories at circle time and to sit and look at books during free play both indoors and outside..

There are ample opportunities for children to develop their numeracy skills through both planned adult-led tasks and free choice activities such as role play in the post office, where they count coins and identify numbers on stamps. However, specific planning for the development of children's ICT skills is not yet in place.

The provision to develop children's Welsh language skills is good. Practitioners use Welsh in a very natural way throughout the sessions. They sing Welsh songs with the children, use both Welsh and English words when they discuss the days of the week and the weather at registration, ask questions and model simple sentences. There are appropriate opportunities for children to learn about Welsh culture and living in Wales. For example, children celebrate Dydd Santes Dwynwen by making cards and St David's Day by dressing up, making daffodils and tasting bara brith.

The setting makes good use of the school's extensive grounds to help children to learn more about the world around them. They visit the pond area to look for bugs and walk through the meadow to feed grass to the horses and see sheep in the adjoining fields.

## **Teaching: Good**

Practitioners have a sound knowledge of the foundation phase curriculum and use the foundation phase assessment profile effectively. They work well together and share ideas to provide a range of interesting opportunities for children to learn through first hand experiences. These engage children's interest and enthusiasm and support their learning positively. For example, as part of a recent topic on farms, they invited a local farmer to bring his tractor and a lamb to the setting for an afternoon. There is a suitable balance between adult-led and child-initiated activities and practitioners respond positively to children's interests. The current post office role-play area was the direct result of a request from the children when planning the topic on people who help us. However, practitioners do not provide challenging enough opportunities for children to develop their thinking and problem solving skills.

Practitioners create a calm and happy working environment. They know when to intervene and when to take a step back and allow children to explore and investigate for themselves. Practitioners set high expectations and make sure that children understand the setting's routines well. As a result, behaviour is good throughout the sessions.

The setting has effective procedures for assessing and tracking children's progress. They use the information from observations to identify individual children's next steps in learning and to plan appropriately to support future progress. Practitioners keep parents well informed about their child's achievements and wellbeing. They share information regularly through informal daily contacts, and provide two useful opportunities during the year to discuss children's progress more formally.

## **Care, support and guidance: Good**

Practitioners promote children's health and wellbeing successfully. There are useful policies and procedures to promote this aspect of the setting's work, which the setting applies well and shares appropriately with parents. Daily routines include hand washing, healthy eating and drinking, and practitioners provide regular opportunities for the children to take part in physical activities both indoors and outside. Children begin to learn about sustainability as they take part in recycling paper, plastic, cardboard and waste food in the setting.

A beneficial range of learning experiences fosters children's spiritual, moral, social and cultural development well. Practitioners are good role models and encourage children to share equipment and to take turns. As a result, children play together co-operatively and develop good friendships with one another. Opportunities such as walking in the school grounds and seeing the variety of flowers and insects in the grass and trees develop children's sense of awe and wonder effectively.

The setting has well-established procedures for the early identification of children with additional learning needs. Practitioners work closely with specialist services to secure appropriate support and advice. They review children's progress regularly and ensure that they keep parents fully informed.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

## **Learning environment: Good**

The setting is an inclusive community where children feel valued and cared for. There is a happy and friendly ethos where children feel welcome. All children have equal access to the curriculum and to all activities. Practitioners are good role models and encourage children to treat each other with respect and kindness.

The indoor classroom is set out with clearly designated areas of learning, and equipment is easily accessible to the children. For example, in the mark making area children are free to access a wide range of equipment, such as pens, pencils, scissors, glue and different types of paper that enable them to develop their independent learning skills effectively. The setting makes good use of the outdoor area to provide plenty of worthwhile learning experiences, such as digging, planting and car washing.

The indoor accommodation and outdoor areas are secure and well maintained. Displays include recent examples of children's work and photographs of children at play. These help to create an attractive and welcoming environment. The plentiful resources are of good quality and used well to support planned learning activities. The outdoor area is adjacent to the classroom and practitioners ensure that children have full access during free play. Practitioners further enhance children's experiences through visits and visitors whenever possible. For example, a recent visit to a children's farm provided numerous opportunities for children to learn at first hand about the animals they had been studying.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The lead practitioner has established a clear vision to provide high quality education within a safe and nurturing environment for all children. She shares her vision successfully with her team and ensures that staff members feel valued and set high expectations for themselves and others. She sets high standards for herself and provides strong leadership for practitioners. As a result, they understand and carry out their roles and responsibilities well. They work positively together to ensure that the children make the best possible progress during their time in the setting.

A strong and effective management committee provides practitioners with a very good level of support. They are highly committed to the setting and visit regularly to ensure that they are up to date with what is happening.

Members of the management committee team take responsibility for the performance management of all practitioners. Through annual appraisal meetings, they support practitioners to identify personal training needs and agree targets to help them improve their practice. They provide valuable support in meeting these targets through the year and this helps practitioners to develop their professional skills. The setting pays good attention to national and local priorities. For example, practitioners help children to learn about healthy living effectively through a clear focus on healthy eating and exercise.



### **Improving quality: Good**

The lead practitioner conducts an efficient annual self-evaluation of the work of the setting. As part of the process, she takes good account of advice from professionals who visit the setting and consults with colleagues before identifying priorities for the year ahead. These priorities arise clearly from the self-evaluation, identify staff responsible for overseeing them and have clear timescales and costings. This approach leads to regular improvements to the provision for the children. For example, staff identified the need to develop the outdoor area further to give more opportunities for children to develop their skills across all areas of learning. They have recently introduced a mud kitchen where children have had fun while developing their physical, mathematical and communication skills.

The setting consults parents annually through a questionnaire. Practitioners make useful improvements as a result, such as setting up an information board in the foyer to share information more purposefully. However, the setting does not take account of the views of the management committee to help in identifying its strengths and areas for development effectively.

The setting responds positively to support and advice from the local authority support teacher and the representative from the Welsh Preschool Playgroups Association.

### **Partnership working: Good**

The setting has a good range of effective partnerships that benefit the children well. Positive links with the primary school in which the playgroup is situated, particularly with the early years class, help to develop children's confidence before they move on to the next stage in their learning. For example, children at the setting get to know other children already attending the school through the wrap around provision at the setting. Leaders benefit from effective links with other agencies that offer support and guidance about children's additional learning needs and implement suggestions successfully.

There are good links with parents. Regular newsletters and social media provide information about activities and special dates, and there are effective opportunities for parents to receive useful information about their child's progress. There are established arrangements for children's induction into the setting with flexible, informal visits, enabling them to settle quickly.

The setting has recently begun to arrange suitable visits from the local community to support children's learning, for example visits from the local fire and police services. A visit to a local children's farm and a trip to the pantomime at Christmas also provide children with good opportunities to extend their experiences of the world around them.

### **Resource management: Good**

The setting has enough suitably qualified and experienced practitioners for the number of children. Staff are deployed effectively and the setting uses their skills and experience appropriately. All practitioners access a range of helpful training regularly to improve their knowledge and the children's learning opportunities. For example, following recent training about effective use of the outdoors, the setting has provided a digging area which children enjoy using while developing a range of skills.

The management committee has a good understanding of the setting's budget and spending decisions are in line with targets in the improvement plan. They ensure that the setting has plenty of good quality resources for the children to use, such as new tables and chairs and outdoor equipment.

In view of the positive outcomes for children and the quality of the provision, the setting provides good value for money.

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CIW</b>	<p>Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.</p>
<b>Mudiad Meithrin</b>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh</p>
<b>Professional Association for Childcare and Early Years (PACEY)</b>	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

<b>National Day Nurseries Association (NDNA)</b>	This organisation aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education